

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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April 21, 2015

Mrs. Kathy T. Fields, Superintendent
Jessamine County Public Schools
871 Wilmore Rd.
Nicholasville, KY 40356

Dear Superintendent Fields:

The goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to provide schools and districts feedback and opportunities for continuous improvement wherever possible. The KSCM process creates opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement with novice reduction and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2014-15 school year, the Kentucky Department of Education (KDE) conducted monitoring in Jessamine County Public School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Preschool
- Program Reviews
- Alternative Programs
- Gifted and Talented
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Professional Growth and Effectiveness System (PGES)

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “Effective Practices”. These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program. Any suggested or required actions will be addressed by the specified programs.

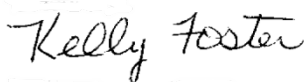
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at claudewchristian@education.ky.gov or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,



Kelly Foster, Ed.D.

Associate Commissioner

Office of Next Generation Schools and Districts

KDE Consolidated Monitoring Report

District:	Jessamine County
Date(s) of Visit:	January 27, 2015 - January 29, 2015
Team Leads:	
Title I: Judith Littleton	Title II: Candace Souder
Title III: Gary Martin	Alternative Programs: Sherri Clusky
Career and Technical Education: Karla Tipton	Gifted and Talented: Kathie Anderson
IDEA: Veronica Sullivan	Preschool: Annie Rooney-French
Professional Growth and Effectiveness System (PGES): Amy Jacobs	Program Reviews: Rebecca Atkins-Stumbo

Highlight of Effective Practice 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA	X	Title I		Title II	X
Preschool	X	Professional Growth and Effectiveness System (PGES)	X	Program Reviews		Gifted and Talented

System Organization and Communication Efforts

Jessamine County has developed a systematic organizational process to provide communication and support for schools and teachers.

Specifically noted: The Jessamine Early Learning Village uses technology effectively in communicating with the families of the children in the school. Many teachers have Facebook pages that they update regularly. This and other electronic communication systems have enabled the teachers and administrators to have regular contact with families. There are effective team meetings, work spaces for staff, synergy in making decisions, support of professional learning, and all staff members and administrators work together for the good of the early childhood community.

Title II noted: Jessamine County is focused on teacher retention as well as enriching the professional learning of new and experienced teachers via a Curriculum Resource Administrator (CRA) located in each school. CRAs provide a differentiated approach to address individual teacher's needs. Teachers are provided release time for collaboration with their peers and job-embedded professional development. Teachers are afforded input on their professional learning needs through various avenues. The school and district leadership also monitor teacher's working conditions through the TELL survey. Jessamine County also provides a system of support for their new teachers (i.e., year 1 & 2) through the implementation of the Jessamine County Teacher Expectations and Methods (JTEAM) program, a job-embedded induction program.

PGES added: Jessamine County has a designated a person responsible for all communication and training for PGES. He provides weekly support and communication to make sure schools are on track. Several Principals have scheduled out at the beginning of the year necessary timelines for observations. This allows them to control their schedule instead of the schedule controlling them.

Common Issue 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I	X	Title II	X
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Common Issue

Financial Documentation

Jessamine County has not developed a process to ensure that compliance documentation is completed in a timely manner. Specifically, the development and implementation of Personal Activity Report (as known as a PAR or time-and-effort logs) is lacking with partial Federal funded paid staff. Some district-funded staff also has not developed schedules to show that they serve all eligible schools equitably.

Common Solution(s)/Recommendation(s)

A uniform Personal Activity Report format should be developed and implemented for district Federally funded paid staff. These reports should correlate with an established schedule that show the amount of time allocated to each program's activities.

Common Issue 2

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA	X	Title I		Title II	
Preschool	X	Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented
X						

Common Issue

Student Records and Documentation

Jessamine County has shown good faith effort to ensure that all student records are in proper order. However, in several areas, 100% compliance of documentation is not submitted. These include identification documentation, progress reporting and screening processes. For secondary students, not all courses in the Pathways were approved in the Program of Studies and special permissions had not been given.

Differentiation and specially designed instruction is varied among schools. Overall little differentiation was occurring within the classrooms during walkthrough observations. Also, in reviewing student files documentation indicated a need for additional training in specially designed instruction for students with disabilities.

Common Solution(s)/Recommendation(s)

Jessamine County would benefit from a systematic process at the school level to ensure documentation of student work and records is in compliance. This would include collaboration with school and district partners and staff. When in doubt, conversations with experts at the Kentucky Department of Education are recommended.

Common Issue 3

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	X
	IDEA		Title I		Title II	X

Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented
Common Issue						
Allowable Use for Federal Funds Title II, A funds are being used to pay partial salaries for school based staff positions which are not supplemental. Therefore it is a supplanting issue. In addition, Perkins funds were not expended in accordance with program regulations. Other monitored Federally funded programs need to request additional documentation from district staff to determine compliance.						
Common Solution(s)/Reccomendation(s)						
Ensure that Federal funds are only used to pay for appropriate staff and other allowable expenditures. Strengthen communication between the finance officer and the district program coordinator. When in doubt, conversations with experts at the Kentucky Department of Education are recommended.						

Final Overview

Jessamine County's schools and programs collaborate effectively together. Information is shared as needed. The data analysis process for the district is of high quality and provides real-time information that schools, principals and teachers can use. The district can further its success by developing a process for documentation. Schools could articulate adequately what they do; however, when asked for documentation of the idea or event, it was unavailable. Each program has specific compliance documents needed and by developing a process to develop and gather this information will further strengthen the good work that the district and each of the schools do.